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ABSTRACT

As a result of the accountability movement, there is a new interest in superintendent performance evaluation. The new approach to superintendent evaluation demands that superintendents be allowed to help boards of education develop criteria, job descriptions, and performance evaluation processes. A functional system of performance appraisal must be highly structured, complex, ongoing, time-consuming, and somewhat expensive to introduce. Most superintendents desire an evaluation system that (1) measures reality, (2) considers only variables that can be controlled, (3) spells out criteria clearly, (4) is objective, and (5) permits superindendents to have a voice in determining goals and measurement criteria. One good example of a superintendent appraisal instrument is the job description developed by the New York Iroquois Central School District. This instrument clearly spells out the superintendent's powers, duties, and responsibilities. Another good instrument, developed by Alton Farnsworth at the State University of New York at Albany, deals with both broad areas of performance and specific factors affecting performance. A third excellent example, used by the Alameda Unified School District, lists broad superintendent goals and includes specific objectives, relevant activities, time limits, and criteria for measurement. (Author/JM)

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Superintendent Evaluation

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Presentation at the 1978
National School Boards Association
Convention

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EA 010 724

National School Boards Association

1978 Convention

Anaheim, California

Clinic - C - 40: Superintendent Evaluation

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Professor, State University of New York at Buffalo

It is appropriate to comment at the onset of this presentation of Superintendent Evaluation, that as I was organizing my thoughts and developing this "mini-package" the thought occurred that it may become the most difficult task I've ever attempted. To be confined to a presentation within a framework of eleven minutes for such a broad and important topic is difficult enough. But it is even more difficult to be before an audience that comes with a mind-set on evaluation as they obviously will be evaluating the presentors with much more intensity and sensitivity than any given other audience might. In addition, I have an additional built in handicap, no professor in the world can say anything of consequence in only eleven minutes--that's comparable to five minutes for "real people." A "good" professor can stretch out clearing his throat to half an hour!!!

Interest in Performance Appraisal

Boards of Education and school personnel have always possessed an interest in the development of effective procedures for assessing student and teacher performance. Great gains have been made over the years but we all recognize much additional work remains to be done. However, for a variety of reasons less attention appears to have been given to admin-

istrators' performance evaluation and while it is not our focus today, even less effort has been devoted to the development of effective procedures for assessing and evaluating the performance of school board members. But your day is rapidly approaching, particularly because of the intense interest in recent times upon Superintendent/School Board Relationships. The evaluation of performance of the Superintendent and School Board is coming into sharper focus. It is certainly an area of interest for me and I know many others.

There presently is occurring a rebirth of interest in assessment and evaluation of school district personnel. This is particularly true in terms of the development of effective procedures for evaluating objectively the performance of the school superintendent. The whole process of evaluation of performance is in a state of change as administrators are finding themselves being evaluated, along with teachers, and both groups are becoming more actively involved in their own evaluations. There are several recent events which have contributed to this new interest in assessment of performance.

Most obvious is the movement in the 60's toward greater accountability in education. Some of the fads which came into vogue early in the movement such as performance contracting have already sunk beyond the horizon and the PPBS movement is presently waning. However, the framework for performance accountability is very much in evidence. In Figure 1 we have

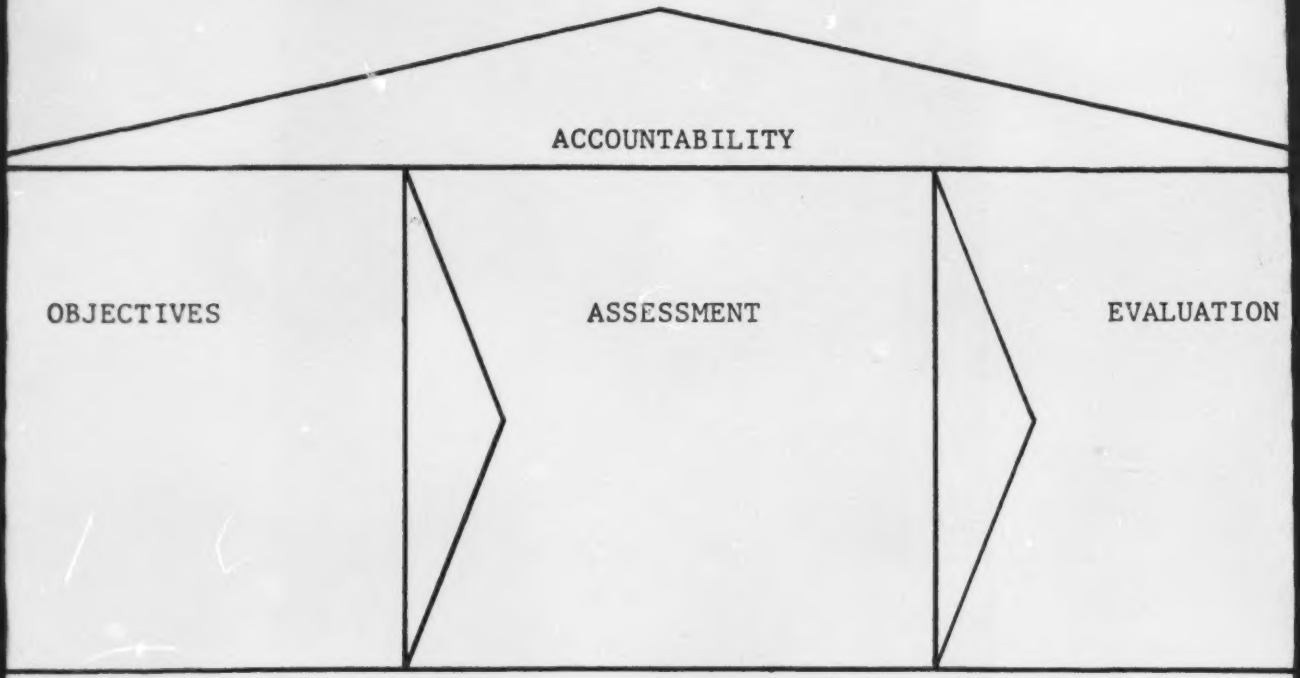
a relatively simple model for accountability which we can "lay on" performance of school personnel. The overarching framework is the concept of accountability. You must develop your objectives (criteria), frequently in behavioral terms, develop a process for assessing the attainment of the criteria and evaluate the results.

Boards of Education are beginning to realize that they cannot account to the public unless they have some measure to assess the performance of teachers and school administrators along with an evaluation of the educational program. From the board's perspective, accountability, i.e. evaluation, must begin with a concentration of the school superintendent. This has resulted, as we are all fully aware, of school boards becoming more aggressive in their pursuit of criteria and processes for assessing and evaluating the superintendent.

Board-Superintendent Endeavor

It is imperative that I emphasize here that I feel strongly that the superintendent should take the initiative and insist that he/she participate in the development of the criteria and alternative processes of performance evaluation in order that they be in a position to assist and educate their school boards. Superintendents want to know what the criteria for evaluation are and how well they are measuring up to this criteria as perceived by the board of education. They also want, and expect, the opportunity to rectify any apparent deficiencies before it

THE ROLE OF EVALUATION IN THE 1970's



is too late and their contract is terminated or not going to be renewed.

The reason for my insisting that superintendents participate in the development of the criteria and processes of their performance evaluation with the school board, is to avoid the potential danger that boards may get charged up over poorly conceived and inappropriately developed evaluation processes. The evaluation of the superintendent must be carried out in an atmosphere of commitment and mutual trust, the procedures and the criteria to be used must be specifically agreed upon--in writing if at all possible--by the board and superintendent, and a job description should be developed and become part of the written school board policies of the school district.

Several other recent events obviously have influenced the development of the high level of concern for evaluation of the superintendent's performance. Included would be such items as the increasing rapid turnover of superintendents, declining enrollments, scarcity of resources, changes in the public's attitude toward public education, which unfortunately are often predicated upon suspicion, and a declining faith in the value of public education along with charges that school districts are top-heavy administratively. It would be fun to discuss each of these variables but time available precludes that.

Conceptual Framework

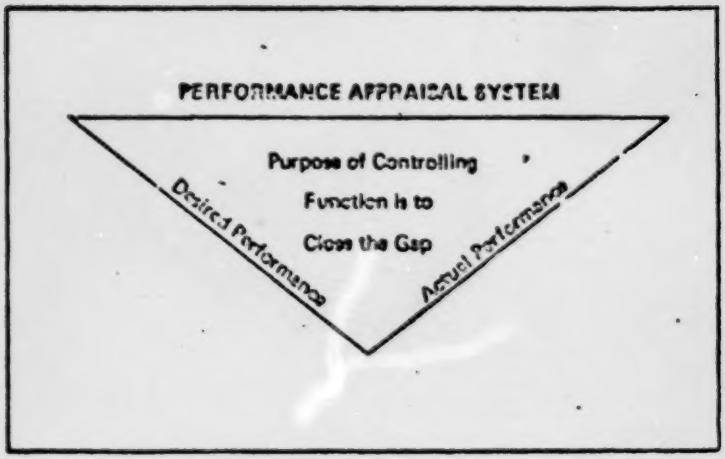
The literature of education reflects a growing trend since

the late 60's to evaluate school administrators and by the early 70's a particular system of evaluation was developing. This system has been called variously, the job targets approach, performance goal procedure, and management by objectives (MBO). This approach to performance appraisal basically focuses on the improvement of a person's job performance in a nondefensive atmosphere. Figure 2. This system provides a conceptual framework for the resolution of the human problems in school organizations. The premises of this performance appraisal model is the linking of individual and organizational effort, whereby both the needs of one and the expectations of the other are satisfied.

I would like to continue developing the conceptual framework for performance appraisal more fully as a sound theoretical framework results in an effective performance appraisal system. In adapting such a system a structure must be developed that supports the conceptual framework and assumptions upon which it was built. Here is where most of us part. Most school boards I suspect want a system which is simple, can be quickly applied, is "clean" and cheaply administered. The result of such a system often provides questionable data and frequently become dysfunctional to the intended goals for which it was designed.

In Figure 3, which I do not have time to discuss in detail, is a Model of Performance Appraisal[1] process for school administrative personnel. It is highly structured, complex, demands

Exhibit 2.2 Relationship of Controlling Function to Performance Appraisal



The foregoing premises, then, form a conceptual framework for the resolution of the human problems in school organizations through the performance appraisal system. The appraisal problems are old ones, ever new, which may be summed up as perennial institutional failure to motivate members to carry on their work effectively. The premises of a sound performance appraisal system are the shining visions of which all organization planners dream – linking individual and organizational effort, whereby both the needs of one and the expectations of the other are satisfied.

In the section which follows we shall take up the first step toward solving the problems of an appraisal system by examining the kinds of plans and planning which are essential to the endeavor.

Figure - 2

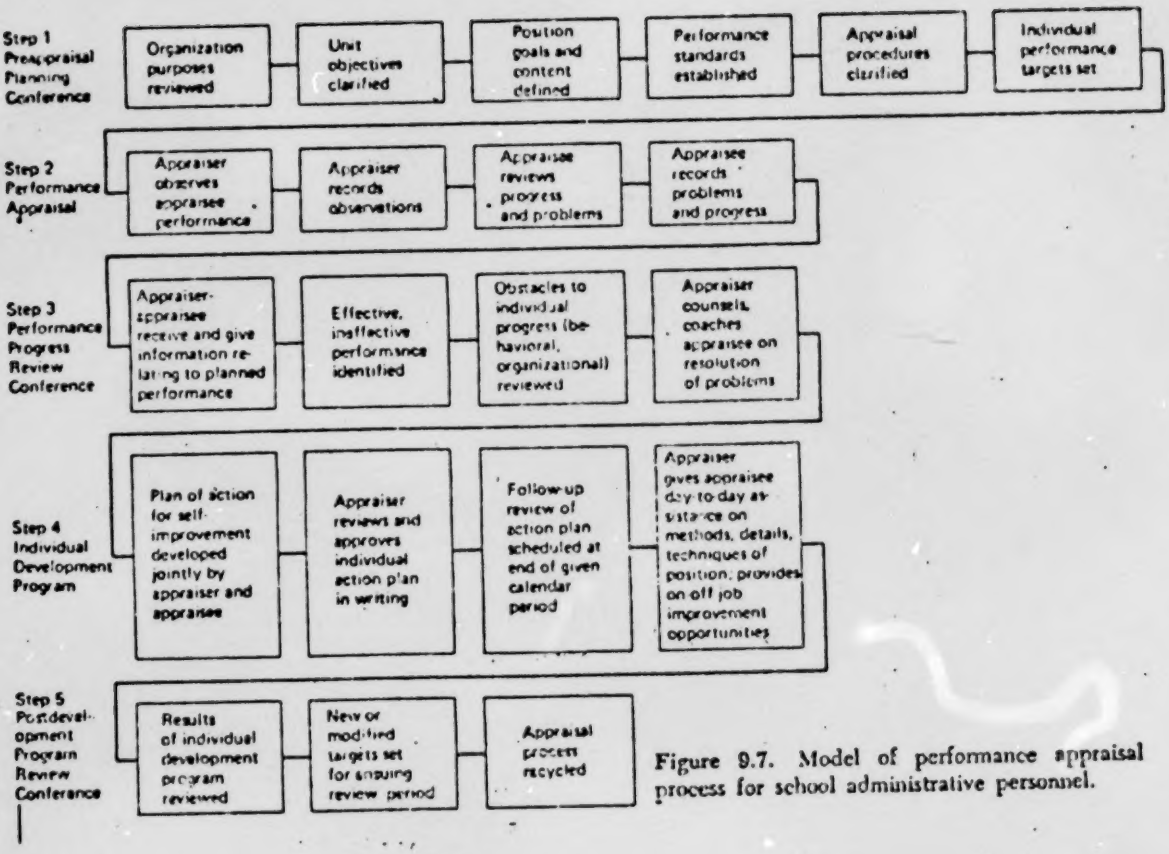

Step 1 Preappraisal Planning Conference
Organization purposes reviewed
Unit objectives clarified
Position goals and content defined
Performance standards established
Appraisal procedures clarified
Individual performance targets set
Step 2 Performance Appraisal
Appraiser observes appraisee performance
Appraiser records observations
Appraisee reviews progress and problems
Appraisee records problems and progress
Step 3 Performance Progress Review Conference
Appraiser-appraisee receive and give information relating to planned performance
Effective, ineffective performance identified
Obstacles to individual progress (behavioral, organizational) reviewed
Appraiser counsels, coaches appraisee on resolution of problems
Step 4 Individual Development Program
Plan of action for self-improvement developed jointly by appraiser and appraisee
Appraiser reviews and approves individual action plan in writing
Follow-up review of action plan scheduled at end of given calendar period
Appraiser gives appraisee day-to-day assistance on methods, details, techniques of position; provides on-off job improvement opportunities
Step 5 Postdevelopment Program Review Conference
Results of individual development program reviewed
New or modified targets set for ensuing review period
Appraisal process recycled

Figure 9.7. Model of performance appraisal process for school administrative personnel.

Figure 3

time, designed to be a continuous system, deals with organizational purposes as well as individual purposes and performance. It is time consuming and necessitates financial resources to operationalize. It is included here to demonstrate sound, meaningful performance appraisal systems do exist by which boards of education can generate accurate data to assess the performance of their superintendent. But it is not something a board can do off the top of its head or as an item on the boards agenda with sixty minutes allocated to it once or twice a year.

Operationalizing the System

Up to this point, the focus has been theoretical. For most superintendents and school boards the gap between the theoretical models in existence and the operationalizing of an evaluation system would be miles apart.

What usually results when a school board seeks out or develops an evaluation scheme for its superintendent is the development of criteria which eventually result in an instrument or series of instruments. The most popular instrument of course is the checklist. These typical rating instruments devote considerable emphasis to manner of dress, oral expression, behavior at board meetings and other factors that are more indicative of personality than administrative ability. Procedures of this nature have little value in that they are usually one sided and subjective, do not provide for participa-

tion, provide little or no assistance for improving performance, they assess the person rather than the act, and are of little value in providing the necessary documentation.

Despite what many may think, superintendents should be and want to be evaluated. They desire an evaluation system that:

1. measures reality
2. considers only the variables that can be controlled
3. spells out clearly and ahead of time what administrators are to be measured against
4. is not subject to different conclusions by different evaluators
5. permits superintendents to have some voice in determining the goals and criteria for measuring the attainment of the goals.

A Look at Some Instruments and Criteria

I went to the literature in order to get a feeling for the current acceptable criteria and instruments being used for judging and measuring administrator performance. After reviewing numerous checklists, appraisal forms, evaluation instruments, etc., I was able to draw two general conclusions: (1) the lists of instruments available is lengthy and (2) the variables used for measuring performance vary from school district to district.

From the many available documents in existence I have

selected three which I wish to share with you today which hopefully cover broad territory and which serve as "good" examples of what can and is being done in many school districts across the country relative to school boards appraising the performance of their chief school officer.

The first item is one to which I referred before, "A Job Description of the Superintendent of Schools" (Figure 4). Developed by the Superintendent and Board of Education in the Iroquois Central School District in New York State it is a document which clearly spells out the Powers, Duties and Responsibilities of the Superintendent of Schools. It is a document which is an integral portion of the School Districts Board of Education written policies. From this document the Board of Education and Superintendent can construct a sound performance appraisal system with criteria matching the major responsibilities of the position.

The second document is one developed by Alton Farnsworth and his colleagues at the Capitol Area School Development Council headquartered at the State University of New York at Albany. (Figure 5) Mr. Farnsworth, a former chief school officer, could easily have developed his instrument from the Superintendent Job Description Instrument we just reviewed. The Farnsworth document has two parts. Part I deals with the broader areas of Performance on Accountability Factors with five pre-determined Factors and Part II which identifies more specifically Factors Affecting Performance. The data collected

SUPERINTENDENT OF SCHOOLS

Responsible to: The Board of Education

Professional Subordinates: All employees of the Iroquois Central School District #1

Powers and duties of Superintendent of Schools:

1. To be the chief executive officer of the school district and the educational system, and to have a seat on the board of education and the right to speak on all matters before the board, but not to vote.

2. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the board of education.

3. To prepare the content of each course of study authorized by the board of education. The content of each such course shall be submitted to the board of education for its approval and when thus approved, the superintendent shall cause such courses of study to be used in the grades, classes and schools for which they are authorized.

4. To recommend suitable lists of textbooks to be used in the schools.

5. To have supervision and direction of associate, assistant and other superintendents, directors, supervisors, principals, teachers, lecturers, medical inspectors, nurses, auditors, attendance officers, janitors and other persons employed in the management of the schools or the other educational activities of the district authorized by this chapter and under the direction and management of the board of education; to transfer teachers from one school to another, or from one grade of the course of study to another grade in such course, and to report immediately such transfers to such board for its consideration and action; to report to such board violations of regulations and cases of insubordination, and to suspend an associate, assistant or other superintendent, director, supervisor, expert, principal, teacher or other employee until the next regular meeting of such board, when all facts relating to the case shall be submitted to such board for its consideration and action.

6. To have supervision and direction over the enforcement and observance of the courses of study, the examination and promotion of pupils, and over all other matters pertaining to playgrounds, medical inspection, recreation and social center work, libraries, lectures, and all other educational activities under the management, direction and control of the board of education.

SUPERINTENDENT OF SCHOOLS - continued

Major Responsibilities:

1. The Superintendent of Schools is the executive and advisory officer of the Board of Education and the chief administrative officer of the school system. As such, he shall, when possible, attend all meetings of the Board except when his own election, tenure, and salary are under consideration. He shall also attend, either in person or by appointed delegate, all committee meetings of the Board, with the same exception stated above.

2. Regulations: He shall establish and enforce such administrative regulations for the execution of Board of Education policy as he may deem conducive to the proper conduct of the school.

3. Advisor to the Board of Education - The Superintendent shall report to the Board regularly on the state of the school system and the progress of the educational program.

   He shall bring to the Board for consideration all matters of school policy and any matters of school business which, in this judgment, should be referred to the Board, and he shall be prepared to make recommendations, when requested, on all such matters he refers to the Board.

   He shall assist the Board in the development of policy and account to the Board for the operation of policy as established. The Superintendent shall see to it that all legal requirements for the operation of schools are complied with, referring on points of law to counsel and consultants, as needed.

4. Budget-Planning, Development, and Execution - The Superintendent shall develop for Board consideration a budget for each fiscal year and shall be prepared to show how the budget proposed will implement a comprehensive, well conceived program of education. He shall then be responsible for seeing that the budget, as adopted, governs expenditures.

5. School Calendar, Staffing, Courses of Study - The Superintendent shall each year recommend a school calendar for Board adoption. He shall make recommendations on the appointment of administrators, teachers, and all other employees in the district on the course of study to be taught, and on the selection of textbooks and other instructional aids and materials.

SUPERINTENDENT OF SCHOOLS - continued

6. Planning - The Superintendent shall make a continuing study of the educational needs of the community and the growth trends in student enrollment. Accordingly, he shall bring to the Board his recommendations for curriculum modification, for changes in facilities, or for new construction. As needed, he shall outline plans for building and for site procurement.

7. Overall Supervision of Operation and Management - The Superintendent shall be in general charge of the supervision of instruction, of the assignment and work evaluation of all district personnel, and delegation of authority.

   Further, he shall be in general charge of buildings and grounds, of the business management of the school system, and of the maintenance and custody of official records and accounts and the security of official documents.

8. Public Relations - The Superintendent shall be an educational leader in the community, shall speak for the schools in public and shall inform and advise parents and citizens as needed, about the operation of the schools and the nature of the educational program.

9. Discretionary Powers, Duties of Office and Special Assignments - The Superintendent shall make decisions on all matters of administrative detail not governed by established policy, and shall perform all other duties incumbent upon his office, as required by law or as assigned to him by the Board of Education.

10. Table of Organization - The Superintendent shall recommend for Board approval the kinds and number of administrators he needs to help him administer the educational program and shall prepare for the Board a table of administrative organization, showing all line and staff relationships.

11. Job Descriptions - Within the general framework of the table of organization, the Superintendent shall be empowered to make the detailed duty assignments for his administrators that efficient administration requires. He shall prepare and make available at all times for Board inspection a file of job descriptions of key administrators, and shall announce to the Board any significant changes of administrative assignments, as they occur.

12. Emergency Closedown - Authority to close down schools shall be reserved for the Superintendent, and he shall then be responsible for justifying his actions to the Board of Education.

SUPERINTENDENT OF SCHOOLS - continued

13. Staff Reports - The Superintendent may require of any appointee of the Board of Education a report in writing of the work done in his department. All reports and communications to the Board of Education from such appointees shall be submitted to the Board through him, and all orders or communications from the Board to such appointees shall be transmitted through the Superintendent.

If any individual, or group, wishes to appear before the Board, arrangements for such appearance shall be made through the Superintendent of Schools.

14. Authority to Suspend Students - The Superintendent shall have authority within the law to suspend students for disciplinary or other administrative reasons and to delegate this authority to Principals. Principals shall promptly report any suspensions they authorize to the Superintendent, giving reasons for their action.

PART I – PERFORMANCE ON ACCOUNTABILITY FACTORS

After reviewing the Position Guide of the person being appraised, list the Accountability Factors in approximate order of importance. Place a check mark in the appropriate column indicative of performance with respect to each item. Summarize with pertinent comments.

OUTSTANDING	FAR EXCEEDS POSITION REQUIREMENTS
EXCELLENT	EXCEEDS POSITION REQUIREMENTS
GOOD	MEETS ALL POSITION REQUIREMENTS
SATISFACTORY	MEETS MINIMUM POSITION REQUIREMENTS
UNACCEPTABLE	DOES NOT MEET MINIMUM REQUIREMENTS

FACTORS (List in approximate order of importance)	COMMENTS SUPPORTING APPRAISAL	U	S	G	E	O
1. Responsible for providing effective leadership to attain an outstanding educational system for the children.	Mr. _____ works diligently towards this goal, tempering his aspirations to the feelings of the Board of Education and the citizens of the community.					
2. Responsible for building an effective managerial and functional staff, to define and delegate responsibility and authority to each associate and to develop mutually understood measurements of performance.	Mr. _____ has shown excellent judgment in the selection of staff personnel. He commands respect.					
3. Know how to organize the work of others effectively and professionally, and formulate effective approaches for getting work done.	Should take a firmer stand in judging the capabilities of others and draw from each individual his greatest contribution.					
4. Responsible for determining appropriate objectives in educational and curricular planning, and establishing plans for achieving them.	Mr. _____ has an excellent background of experience needed in making timely and effective decisions in carrying through with his plans.					
5. Know how to develop a cooperative, dynamic and productive working climate, and intergrate the efforts of varied groups and individuals into effective teamwork at both school and community level.	Mr. _____ has the ability to maintain good communications, and to elicit the voluntary cooperation of others.					
(Use additional sheet for other factors if more space is required)	APPRAISAL OF OVER-ALL PERFORMANCE					

COMMENTS: (Include unusual circumstances affecting performance) _____

PART II – ANALYSIS OF FACTORS AFFECTING PERFORMANCE

Consider the effectiveness with which the employee carries out the responsibilities of his present position and complete the analysis by checking the blocks which best describe the employee.

	UNACCEPTABLE	SATISFACTORY	GOOD	EXCELLENT	OUTSTANDING
JOB KNOWLEDGE Degree of job knowledge acquired.	Lacks sufficient job knowledge. Requires excessive instruction & guidance.	Reasonably well informed. Requires frequent instruction & guidance in more complex parts of position.	Adequate knowledge to perform assigned responsibilities.	Thorough knowledge of position responsibilities.	Exceptional knowledge. Complete mastery of most responsibilities.
JOB EFFECTIVENESS Effectiveness and perseverance in applying mental and physical effort.	Ineffective. Little perseverance.	Reasonably effective. Occasionally lacking in perseverance.	Completes assignments effectively & in reasonable time under normal conditions.	Completes assignments effectively & on schedule under unfavorable conditions.	Completes assignments quickly and easily under difficult conditions.
ANALYTICAL ABILITY Perceiving essentials of a problem and arriving at a useful solution.	Inadequate in analyzing problems.	Occasionally incomplete in analyzing problems & arriving at solution.	Analyzes problems & arrives at useful solution in reasonable time.	Analyzes complex problems & arrives at effective solutions promptly.	Exceptional ability to analyze complex problems & arrive at effective solutions expeditiously.
CREATIVE ABILITY Ingenious and original thinking.	Demonstrates no significant originality.	Ideas and methods often not fully developed.	Develops new ideas & methods as needed.	Frequently has new ideas. Unusually resourceful.	Superior ability to originate new ideas & methods in advance of need.
INITIATIVE Taking the lead in starting needed action.	Requires frequent prodding.	Hesitant in taking necessary action.	Takes lead when necessary action is required.	Frequently forsees necessary action and follows through promptly.	Consistently foresees necessary action and effectively follows through.
JUDGMENT Ability to make sound decisions and determine proper course of action.	Conclusions often faulty. Hesitant to make decisions.	Conclusions sometimes erroneous. Hesitant to make decisions in complex parts of position.	Judgment is generally sound. Usually makes decisions with little assistance.	Judgment is very reliable. Decisions made readily.	Eminently sound judgment. Superior ability to make decisions without delay.
PLANNING AND ORGANIZING Planning ahead and making effective use of personnel, material and equipment.	Requires constant guidance. Very little ability to look ahead.	Requires frequent guidance. Generally short range in thinking.	Competently plans and organizes work.	Unusually effective in organizing work & advance planning.	Superior in organizing work. Exceptional foresight for long-range planning.
COOPERATION Willingness to work with and for others in the best interest of all.	Occasionally inconsiderate. Little participation.	Helps when asked. More cooperation desirable.	Good team worker. Does his part.	Very considerate and cooperative. Does more than required.	Exceptionally considerate and cooperative. Does much more than required.
LEADERSHIP Quality of inspiring in others the desire and the will to accomplish objectives.	Displays no aptitude.	Displays some aptitude. May create some friction.	Displays capability under normal conditions.	Unusually inspiring and capable.	Superior in handling people and situations under all conditions.
PERSONALITY Over-all effect on other people.	Poor influence. Creates negative impression.	Fair influence. Occasionally makes unfavorable impression.	Good influence. Likeable and courteous.	Excellent influence. Pleasing and forceful.	Outstanding influence. Dynamic and enthusiastic. Commands respect.
SELF-DEVELOPMENT A searching for increased knowledge & proficiency in present duties.	Indicates no effort in self-improvement.	Occasionally behind the times in acquiring new knowledge.	Indicates keeping up to date in required fields.	Always well informed. Acquires knowledge in excess of requirements.	Indicates constant utilization of all available self-development facilities.
INTEGRATIVE ATTITUDE Conscious of effect of his actions and decisions on the work of other people & the business.	Evident disregard or lack of concern.	Misses taking into account over-all considerations.	Weighs the effect of actions & decisions.	Considerable concern for effect of actions and decisions.	Unusually conscious of over-all considerations.

from administration by the School Board can be used during debriefing sessions with the superintendent when the board meets with him or her to discuss their appraisal of his performance. It is imperative that the board identify areas of strength and weaknesses. In the case of the latter the board should be prepared to discuss specifics in terms of their concerns and be prepared to offer concrete suggestions for ways in which the superintendent can go about remedying deficiencies.

The third and final instrument most adequately matches up to the system of administrator performance appraisal referred to earlier in this presentation, management by objectives (MBO). Figure 6 presents an excellent example of a school district employing the management by objectives approach. This particular material used by the Alameda Unified School District and reported in the ERS Report, Evaluating Superintendent and School Boards highlights the proposed goals of the Superintendent which are then measured by specific objectives that include relevant activities, a time-frame for these activities to occur within and criteria for measurement.

In Summary

The available evidence suggests there exists a high level of interest in performance evaluation of the Superintendent. However, actual practice by boards of education of evaluation processes vary greatly. The range appears to run from little or no evaluation to very sophisticated performance evaluation

ALAMEDA UNIFIED SCHOOL DISTRICT *(Continued)*

Superintendent's Proposed Goals & Objectives, Jan. 1 - June 30, 1975

GOAL I: Re-examine the direction of the educational program

OBJECTIVES	ACTIVITIES	TIMING	MEASUREMENT
A. Achieve adequate participation of school-related organizations and individuals in the Community Goals Study	1. Remind individuals and groups to attend city-wide Congress on Jan. 13	Jan. 6-13	Observe attendance at Congress. Check participation for adequacy of representation
	2. Promote participation in task forces	Jan. 13-Mar. 30	Observe deliberations of task forces for evidence of quality representation
	3. Remind groups and individuals to attend second Congress	Mar. 1-April 7	Observe attendance at Congress. Check participation for adequacy of representation
	4. Promote participation in task force revisions	April 8-April 30	Observe deliberations of task forces for evidence of quality representation
	5. Remind groups and individuals to attend third Congress	April 21-May 6	Same as 1 and 3
	6. Remind groups and individuals to attend City Council hearings	May 7-30	Same as 1, 3, and 5
	7. Obtain and publicize results	June 1	
B. To plan a thorough review of the district's educational philosophy, goals and objectives to be conducted in Oct.-Nov. of 1975	1. Obtain official direction from Board of Education	April 8	Publish resolution of Board of Education
	2. Organize a steering committee	May 5-9	Publish names of steering committee members
	3. Determine methods to be used, persons to be involved, timing, materials, facilities	May 12-16	Publish information regarding methods, involvement, timing, materials, facilities

(Continued)

ALAMEDA UNIFIED SCHOOL DISTRICT (Continued)

GOAL IV: Provide a better quality of leadership

	OBJECTIVES		ACTIVITIES	TIMING	MEASUREMENT
A.	Do better long-range planning	1.	Cabinet review principals' progress conferences and own goals-objectives-targets. Revise for 1974-75 and outline new for 1975-76	Jan. 15-17	Minutes
		*2.	Cabinet review preliminary population projections, discuss alternate staffing patterns and use of facilities for 1975-76	Jan. 15-17	Minutes
B.	Increase opportunities for participation of employees in the decision-making process	1.	Examine budget to discover additional areas to be decentralized	Jan. 15-17	Minutes of Cabinet meeting
		2.	Discuss above with management personnel	Jan. 29	Minutes of Administrators/Supervisors meeting
		3.	Implement as desired	Feb.-June	*Superintendent's Bulletin*
C.	Foster friendly and supportive relationships	1.	Make 20 classroom observations	Jan.-June	Copies of letters to teachers
		2.	Make 20 pre-announced informal visits to schools	Jan.-June	Copy of schedule
		3.	Host informal social activities for management personnel	Jan.-June	Calendar

*Carried over from first semester at Board request: Devise a plan to keep the size of the administrative staff consistent with pupil population

1. Review master plan population projections
2. Determine administrative staffing requirements through 1977-78
3. Develop alternatives for matching administrative staff to pupil population

(Continued)

ALAMEDA UNIFIED SCHOOL DISTRICT *(Continued)*

OBJECTIVES	ACTIVITIES	TIMING	MEASUREMENT
	4. Set up a system to recognize accomplishments of personnel	January	*Superintendent's bulletin*
	5. Implement above	Feb.-June	*Superintendent's Bulletin*
D. Assist management personnel with achievement of objectives	1. Review principals' progress in regional K-12 groupings	Jan. 8-9	
	2. Assist each principal in revising current goals and objectives	February	
	3. Work with A.C.S.A. committee to develop evaluation procedure	Jan.-Feb.	
	4. Adopt administrative evaluation process	March	
	5. Assist management personnel in preparing 1975-76 goals and objectives	April-May	
E. Encourage professional growth of all personnel	1. Review current schedule and participation in in-service education	Jan. 15-17	Cabinet minutes
	2. Revise current I.S.E. schedule as desired	Feb. 14	Educational Services' staff minutes
	3. Survey personnel to determine needs	March	Educational Services' staff minutes
	4. Set up I.S.E. for 1975-76	April	Educational Services' staff minutes

systems. Just about every conceivable practice is occurring within the extremes. In a research study, "Judging the Chief School Administrator: Current Performance Evaluation Practices in New York State" by Thomas Brown, reported in the NYSSBA Journal, September, 1976, it was revealed that only 77 chief school officers of the 450 participating in the study reported formalized evaluation methods while 314 reported informal methods are used. In those districts reporting a formalized system was used two types of evaluation took place--a check list (27 districts) or an assessment of the chief school officers performance or goals. Most evaluations took place at an executive session of the board on an annual basis. Over 50% of those reporting having an evaluation indicated it was an informal conference.

A formalized job description was reported by 223 persons either in their contract or the written board policies. Seventy-five had contracts which included procedures for evaluating their performance. School board members and administrators agreed that the primary purposes of evaluation were to identify areas needing improvement, to provide accountability, to point out areas of the superintendents strengths and to help the administrator establish relevant performance goals.

Recognizing the need for performance appraisals of the superintendent by the board and the chief school officer is important. The major purpose of a formalized evaluation procedure should be to improve the performance of the superinten-

dent. Establishing such a system is not necessarily an easy task and requires good planning; a great deal of input from all parties; time; energy; a conceptually sound framework; a comprehensive job description; predetermined goals and objectives; criteria mutually established by the board and superintendent; a written evaluation report with copies for the superintendent and all members of the board; follow-up conferences where the superintendent can respond to the board's evaluation of his/her performance; and evaluation sessions between the board and superintendent on a more regular basis than once a year.

A sound evaluation process contributes to increased competency of the superintendent in his/her relationship with the board of education which in turn pays dividends to the improvement of the quality of education students receive.